

## Work sample: My timeline

### Relevant part of the achievement standard

By the end of Year 1 students identify and place key events in their family history in sequence.

Students ask questions about the past using historical sources.

Students use sources about the past to compare features of objects from the past and the present and to identify how some aspects of life have changed over recent time while others have remained the same. They identify personal and family events that have significance.

Students recall what happened in an event and relate stories about life in the past using different forms of communication (oral, graphic, written, role play). When telling their stories, they use familiar terms denoting time.

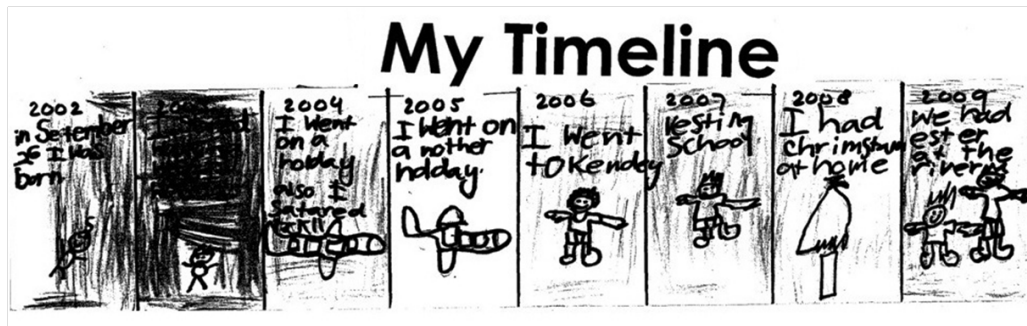
### Summary of task

Students were asked to:

1. Identify a significant personal or family event for the past eight years.
2. Place these events on a timeline (with illustrations).

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

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### Annotations

Identifies significant personal and family events, for example holidays and starting school.

Sequences key events in order using familiar terms denoting time, for example went, was, had.

### Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.